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ABSTRACT

This report evaluates the bilingual and Chapter 1 migrant education programs in Saginaw (Michigan) for the 1992-1993 school year. The programs provided supplementary education and support services at 24 elementary schools, 4 junior high schools, and 2 high schools. With some student overlap, the bilingual program served 585 students and the migrant program served 673 students. Questionnaires were completed by the involved bilingual/migrant teachers, advisors, and aides (n=12). Results of the evaluation indicate: (1) staff members used various techniques in an attempt to build on student strengths and upgrade students' academic abilities; (2) 75 percent of the bilingual teachers served 90 percent or more of their bilingual students on a weekly basis; (3) both bilingual and migrant education staff spent the majority of instruction time in the area of reading; (4) the migrant education program allowed flexibility in instruction of the subject areas covered; (5) the migrant education program used both traditional and innovative means for evaluating student progress; (6) the results of the California Achievement Test were used in instruction and advising; (7) student load on teachers varied substantially; (8) aides and counselors needed more instruction related to all common Michigan Migrant Program Topics; and (9) school building space was inadequate for bilingual/migrant programs at eight schools. Appendices include information identification and eligibility procedures for bilingual/migrant students, a copy of the questionnaire, and questionnaire results. (LP)

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ED355078

STATE BILINGUAL AND ECIA CHAPTER 1 MIGRANT PROCESS EVALUATION REPORT

1992-93

An Approved Report of the

Department of Evaluation, Testing, and Research

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RC 019 059

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Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

December, 1992

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PROGRAM DESCRIPTION

The Section 41, State Bilingual Education program, and the E.C.I.A., Chapter 1, Migrant Education program are programs designed to meet the special educational needs of bilingual and migrant students in the School District of the City of Saginaw. These programs were operated by the school district during the 1992-93 school year.

The State Bilingual and Migrant programs operated at 24 elementaries, four junior highs, and both high schools. Instruction was provided primarily on a pullout basis, with each student receiving approximately thirty minutes of supplemental instruction per week.

State Bilingual Program

The State Bilingual program served approximately 585 students during the 1992-93 school year. The vast majority of the students were Hispanic, with a small number of Laotian (Hmong) students completing the program population.

Instruction was provided to K-6 students primarily in the area of reading. Students in grades 7-12 also received instruction in the basic skills, as well as counseling and support services.

The State Bilingual program served students whose primary language was other than English, or who came from a home environment where a language other than English was regularly used.

Migrant Program

The Migrant program provided supplemental reading, mathematics, and communication skills instruction for the children of Migrant workers. A total of 673 students K-12 participated in the program.

The Migrant Education program served students whose families follow the crops or fishing industry for a livelihood, and as a result the students experienced educational discontinuity.

Eligibility Criteria For Both Programs

Although the program philosophies differ, the student populations overlap because, in most circumstances, a student in the Migrant program comes from an environment where English was not the primary language spoken in the home. In view of this fact, these two programs cooperate as one, the staff serving the students were the same, and all materials and activities were shared by the programs.

A complete description of student eligibility criteria for each program is given in Appendix A. It should be noted that the State Bilingual program does have a complex set of criteria to be satisfied before a child can participate. However, the basic element in the eligibility process is collecting a Home Language Survey (HLS) from all potentially eligible students district-wide.

PROCESS EVALUATION PROCEDURES

A process evaluation involves monitoring a program throughout the year to determine if the program is being implemented as planned. This makes it possible to identify strengths and weaknesses that influence a program's outcome. For these programs, the process evaluation was accomplished by a questionnaire to all State Bilingual/Migrant teachers, advisors, and aides (N=12).

The questionnaires were mailed through interoffice mail on Friday, November 6, 1992. All State Bilingual/Migrant staff were requested to return their completed surveys by November 13, 1992 (see Appendix B for a copy of the instrument).

PRESENTATION OF PROCESS DATA

The 1992-93 State Bilingual/Migrant Process Questionnaire (see Appendix B) was sent out to staff members through interoffice mail on November 6, 1992. Respondents were to return the completed questionnaires no later than November 13, 1992. This deadline was extended until November 25, 1992 when 12 of 12 (100.0%) staff members (eight teachers, two advisors, and two aides) had returned their questionnaires.

What follows are the salient points stemming from this year's process evaluation efforts of the 1992-93 State Bilingual/Migrant programs. The program evaluator and supervisor reviewed the results and summarized them into a set of statements that were categorized as indicating a strength, or a weakness. The major findings follow. The tabulated results from all respondents can be found in Appendix C.

STRENGTHS OF THE STATE BILINGUAL/MIGRANT PROGRAMS

From a combined review of current findings, past achievements of the programs, and the present description of the programs by the supervisor and evaluator, the following strengths appear noteworthy.

State Bilingual/Migrant Combined

- Staff members assist students in a multitude of areas (math, reading, social studies, language/English, study skills, science, writing, counseling, etc.) as they attempt to build on student strengths in their attempts to upgrade students' academic abilities (questions 2 and 3).

- Open-ended responses of teachers concerning new in-school activities being implemented suggest that they are trying many techniques to bring about more effective instruction and greater learning for Bilingual/Migrant students (question 14).

- Bilingual/Migrant teachers and aides offer a great variety of strategies for working with students to accelerate their learning (question 13).

Bilingual

- A total of 75% of the Bilingual teachers serve 90% or more of their State Bilingual students on a weekly basis (question 10).

- Both teachers and aides concentrate their weekly Bilingual instruction time (expressed as a percentage) in the area of reading (58% and 38% respectively) (question 9).

Migrant

- Both teachers and aides concentrate most of their efforts in the area of reading (teachers 57% and aides 35% of their time) (question 4).

- A review of the average weekly time spent per student and the variation of these times by staff member categories suggest that the program allows flexibility in the subject areas covered (question 4).

- Monitoring of student progress is accomplished mainly through teacher contacts, attendance records, and report cards. However, staff members do monitor progress by one or more of the following:

  -- observation/classroom contact,
  -- teacher progress reports,
  -- progress charts,
  -- teacher referrals,
  -- student file folders, and
  -- follow-up drill/review quizzes (question 5)

- All staff members report that they have California Achievement Test (CAT) information and a majority report they use this information in instruction/advising (question 6).

Future Program Improvement Ideas

- Staff have a number of ideas on how to pick up needs data to individualize a program of improvement for each student. These ideas seem like a good starting point to build a more individualized program (question 16).

- Most staff members see the need for more resources such as:

  -- more time for contact with regular teaching staff,
  -- spending more time in subject areas indicated,
  -- more materials like and unlike the regular classroom teacher,
  -- etc.

  as better ways to bring about more effective Migrant/Bilingual instruction with the help of the regular teacher (question 17).

WEAKNESSES OF THE STATE BILINGUAL/MIGRANT PROGRAMS

From a combined review of current findings, past achievements of the programs, and the present description of the programs, the following current weaknesses appear noteworthy.

State Bilingual/Migrant Combined

- While the average number of students seen per staff member for Migrant and State Bilingual (73 and 80 for teachers, 65 and 26 for advisors, and 22 and 16 for aides for each program respectively) seems reasonable, the large variations of student load by teacher are beyond reasonable limits (question 1).

- Overall, aides and counselors need more instruction relative to all common Michigan Migrant Program Topics than teachers (question 7).

- Bilingual/Migrant staff have little space to provide an adequate instructional program at five elementary, two junior high and one high school site(s) (questions 8 and 12).

Future Program Improvement Ideas

- Staff members see the primary barrier to providing a better education to language minority/migrant students to be that regular education teachers appear unaware of the student's language minority background and how being sensitive to the student's needs could enhance their effectiveness (question 18).

RECOMMENDATIONS

The recommendations that follow are based on this year's process evaluation and are intended to help bring about State Bilingual/Migrant program improvements. These recommendations take nothing away from a program that continues to show results in meeting the needs of disadvantaged language minority students.

The recommended ideas and techniques offered below stem from a perceived problem and are just one of the many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem. The staff and evaluator should be brought into these discussions so that all involved would feel part of the proposed new operation of the program.

1. A set of district supported inservice offerings to regular education staff should be continued relative to the special needs of bilingual/migrant students. Support from curriculum heads (assistant superintendents for elementary, secondary, special and adult and continuation education) needs to be generated to increase the attendance of all teaching staff. These training sessions to be successful must enhance the awareness of staff regarding LEP students, increase the strategie strategies available to deal effectively with multi-cultural issues in student learning, allow teachers a greater understanding of cultural differences and how these difficulties may be used to achieve greater academic attainment, etc.

2. Due to space concerns relative to providing an adequate instructional program, small number of students by grade at various school sites and the limited number of State Bilingual/Migrant staff members, it may be more feasible in a centralized sites for State Bilingual/Migrant services at the elementary, junior high, and high school levels are established. These centralized sites would hopefully use site-based decision making where one of their major priorities would be greater academic achievement in LEP, Migrant, and minority students from a multi-cultural background. Hopefully, school-wide Chapter 1 funds and general fund support would be allocated to these sites to help alleviate the inadequate resources to carry out the mission of Bilingual/Migrant education and provide much needed assistance to disadvantaged language minority students.

3. Parents need to be exposed, as well as administrators/teachers and aides re-exposed to the basic issues of successful bilingual programs. These topics plus issues related to policy need to be explored this school year as the district finalizes steps to implement its strategic plan in the next three to five years. Listed below are a set of readings in these areas that may be helpful for parents, teachers, aides, and administrators. Copies/reprints of these articles plus an ERIC search are available upon request from the Department of Testing, Evaluation, and Research. The bibliography at the end of this report gives further details related to each article.

Author	Title
D. Burke	How Do You Spell Principal in Urdu?
P. Corson	Foreign Language Policy at School Level: FLT and Cultural Studies Across the Curriculum
G. A. Cziko	The Evaluation of Bilingual Education: From Necessity and Probability to Possibility
E. Harding & T. Rodgers	Language Laboratories: What Have We Learned?
Healdsburg Union School District, California	Project Puente Outreach
K. J. Lindholm	Bilingual Immersion Education: Criteria for Program Development

Author	Title
K. J. Lindholm & H. H. Fairchild	Evaluation of an Elementary School Bilingual Immersion Program
M. Medina	Native and Spanish Language Proficiency in a Bilingual Education Program
M. McGroarty	The Societal Context of Bilingual Education
Milwaukee Public Schools	Bilingual Bicultural Education Program
L. C. Moll	Bilingual Classroom Studies and Community Analysis
L. Pease-Alvarez & K. Hakuta	Enriching Our Views of Bilingualism and Bilingual Education
C. E. Snow	Perspectives on Second-Language Development: Implications for Bilingual Education
K. Taylor	English is Learned Here
C. M. Valadez & C. P. Gregoire	Development of a Bilingual Education Plan

APPENDICES

APPENDIX A

IDENTIFICATION AND ELIGIBILITY PROCEDURES FOR STATE BILINGUAL AND MIGRANT STUDENTS

State Bilingual

The first step in this procedure is that of student identification. Potential students are identified by means of a Home Language Survey (HLS). The survey is designed to determine if: 1) the native or first language is other than English or; 2) a language other than English is regularly used in the student's home or environment. Students in grades K-2 are eligible for the program on the basis of the HLS and parental permission. Students in grades 3-12 go through a more extensive eligibility system which is described below.

In addition to the HLS, students in grades 3-12 are also tested on one or two instruments for program eligibility. Students, who are new or have never been in the Bilingual program, are tested with a test of oral English proficiency. In Saginaw, the Language Assessment Battery (LAB) test is used for this purpose and is usually administered in the fall of each year. If the student scores at or below the 40th percentile, then the student is eligible. However, if the student scores above the 40th percentile, then the student an English reading achievement test. The California Achievement Tests CAT) are used for this purpose. If the student scores at or below the 40th percentile on CAT, then the student is eligible for the program. Finally parental permission is needed for program participation.

APPENDIX A

Students in grades 3-12, who were in the Bilingual program the previous year, go through a somewhat different eligibility procedure. These students are subject to a program exit criterion which is based on the student's post-test English reading achievement score. If the student's post-test score remains at or below the 40th percentile, the student is ineligible. However, eligibility is based on either the oral English language proficiency test score or the English reading achievement test score. In addition, a score that is used for eligibility is to be the result of a test administration no earlier than the spring of the preceding school year. It is, therefore, possible for a student to exceed the 40th percentile on the reading achievement test and become eligible when retested with the oral English proficiency test. The final eligibility requirement is that students:

> ... shall be enrolled in the Bilingual instruction program for three years or until the child achieves a level of proficiency in English language skills sufficient to receive an equal educational opportunity in the regular school program, whichever comes first.[1]

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[1] Michigan Department of Education. (1979). Administrator's Manual for Bilingual Education Programs in Michigan 1979-80. Lansing: Bilingual Education Office, p. 4.

APPENDIX A

Migrant

Eligibility for the Migrant program is based solely on whether a student is one of three Migrant designations. The district does, however, attempt to serve those students with the greatest academic need, and nearly all Migrant students scored at or below the 40th percentile on an English reading achievement test.

The three designations of Migrant students are:

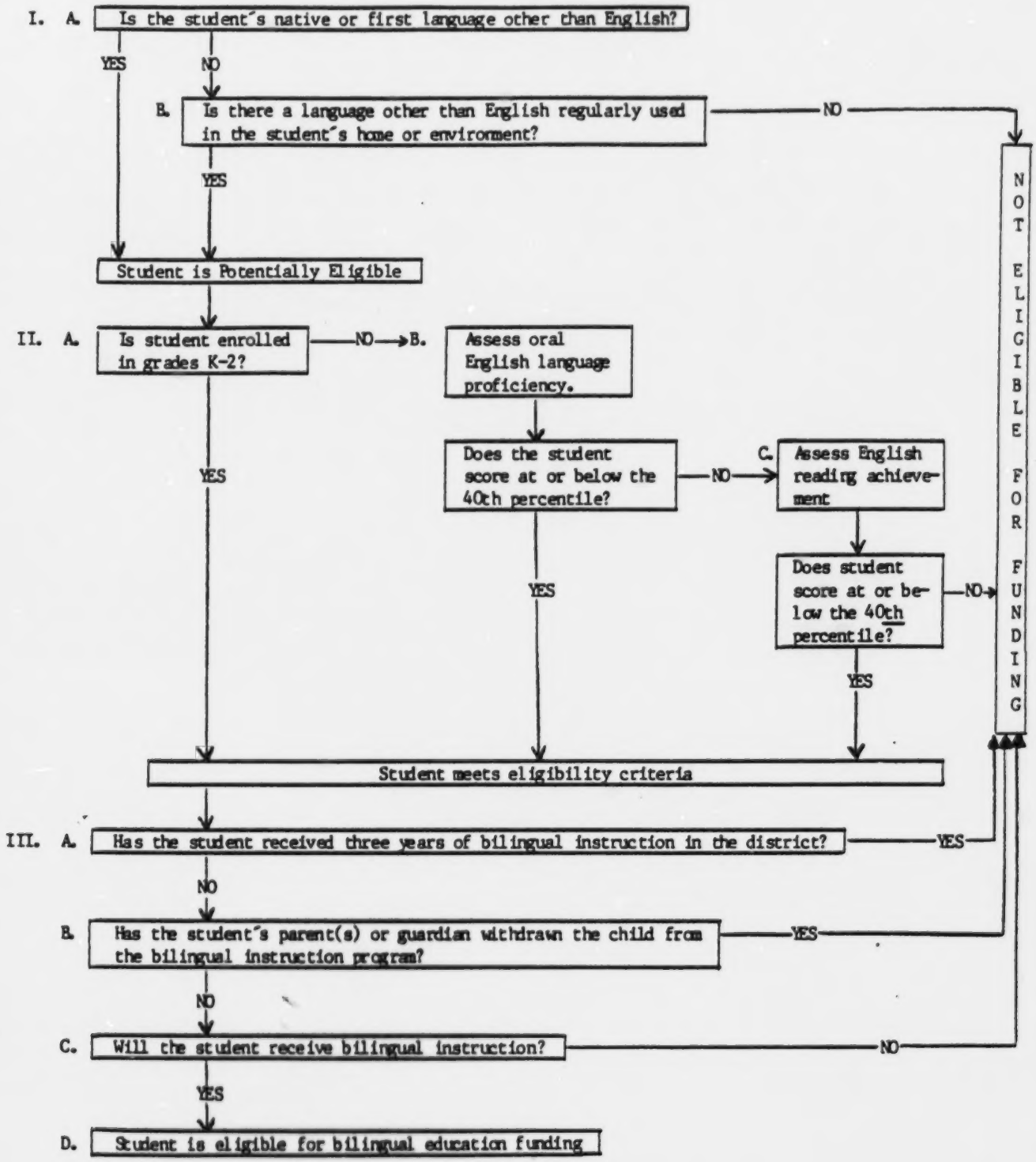
1) Interstate: Student has moved within the last year across state boundaries.

2) Intrastate: Student has moved within the last year across school district boundaries within the state.

3) Five Year Settled Out: Student has remained within a school district for at least five years.

APPENDIX A

PROCEDURES FOR THE IDENTIFICATION OF STUDENTS ELIGIBLE FOR BILINGUAL EDUCATION FUNDING SUMMARY FLOW CHART


I. A. Is the student's native or first language other than English?
YES
NO
B. Is there a language other than English regularly used in the student's home or environment?
NO
YES
Student is Potentially Eligible
II. A. Is student enrolled in grades K-2?
NO → B.
Assess oral English language proficiency.
YES
Does the student score at or below the 40th percentile?
NO
C. Assess English reading achievement
YES
Does student score at or below the 40th percentile?
NO
YES
NOT ELIGIBLE FOR FUNDING
Student meets eligibility criteria
III. A. Has the student received three years of bilingual instruction in the district?
YES
NO
B. Has the student's parent(s) or guardian withdrawn the child from the bilingual instruction program?
YES
NO
C. Will the student receive bilingual instruction?
NO
YES
D. Student is eligible for bilingual education funding

APPENDIX B

SCHOOL DISTRICT OF THE CITY OF SAGINAW

DEPARTMENT OF EVALUATION, TESTING, & RESEARCH

TO: State Bilingual/Migrant Staff

FROM: Richard N. Claus RNC

RE: State Bilingual/Migrant Process Evaluation 1992-93

DATE: November 6, 1992

To help assist in planning efforts and to document certain aspects of the Bilingual/Migrant program, the Evaluation Department is requesting that each staff member complete the attached questionnaire.

Teachers who serve a number of buildings will only have to complete a single questionnaire. However, it is very important to note differences between buildings if your answer to the question differs from building to building. For example, if scheduling is a problem at one of the two buildings you serve, please indicate which building it is a problem at and which building it is not a problem at.

Please answer all questions as completely as possible. All individual responses will be kept confidential! Return the questionnaire via interoffice mail to the Evaluation Department no later than November 13, 1992.

If you have any questions, please call Richard Claus at extension 307.

RNC/ms

Attachment

cc: Barry E. Quimper
Raul Rio

APPENDIX B

1992-93 STATE BILINGUAL/MIGRANT PROCESS QUESTIONNAIRE

Staff Member Completing: _____
Building(s) Served: _____
Date: _____

Please indicate the position(s) you serve in the Migrant/State Bilingual Program with a check mark:

_____ Teacher
_____ Advisor
_____ Aide

1. How many students per week do you serve by building and program?

Building	Number of Students	
	Migrant	State Bilingual
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total Students Served	_____	_____

2. In what subject areas do you assist Migrant students? _____
_____

3. In what subject areas do you assist State Bilingual students? _____
_____

If you serve **MIGRANT STUDENTS** please answer questions 4-8. If you serve **BILINGUAL STUDENTS** please answer questions 9-12. All staff members please answer question 13-18.

Migrant

4. What percentage of your weekly time with Migrant students do you spend on each of the following:

Math ____%
Reading ____%
Study Skills ____%
Counseling/Guidance ____%
Other (_____) ____%
Please Specify

Other (_____) ____%
Please Specify

Other (_____) ____%
Please Specify

5. How do you monitor students' progress (both in the Migrant program and the regular education classroom)?

_____

_____

6. Do you have a listing of your students' CAT scores (Yes/No)? _____ If yes, please describe the primary ways you have used this information in your instruction.

_____

_____

_____

7. How would you rate (on a scale of 1-4) your knowledge and understanding of the following Michigan Migrant Program inservice topics. A rating of 1 indicates a complete understanding and 4 indicates a lack of understanding of the topic. **Please circle the number which best indicates your understanding of the following inservice topics.**

	UNDERSTANDING			
	COMPLETE			LACK
7a. Migrant education rules and regulation	1	2	3	4
7b. Migrant education program operation procedures	1	2	3	4
7c. Migrant education curriculum	1	2	3	4
7d. Migrant education student assessment and evaluation	1	2	3	4
7e. Data elements required for the Migrant Student Record Transfer System (MSRTS)	1	2	3	4
7f. Data elements required for health records	1	2	3	4
7g. Procedures for data collection and reporting for the purpose of program evaluation	1	2	3	4
7h. Techniques to work with regular classroom teacher	1	2	3	4
7i. Techniques to work with Migrant parents from multi-cultural backgrounds	1	2	3	4
7j. Other _____ (Please specify)	1	2	3	4
7k. Other _____ (Please specify)	1	2	3	4

8. Considering all the school building sites you serve, which of them, if any, are inadequate in terms of space? Why is space inadequate at each of these particular sites?

Site(s)	Reason(s) Why Space Is A Concern?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

State Bilingual

9. What percentage of your weekly time with State Bilingual students do you spend on each of the following:

Math ____%
Reading ____%
Study Skills ____%
Counseling/Guidance ____%
Other (_____) ____%
Please Specify

Other (_____) ____%
Please Specify

Other (_____) ____%
Please Specify

10. Out of the total number of Bilingual students you serve, how many students do you serve each week? _____.

11. How would you rate (on a scale of 1-4) your knowledge and understanding of the following Michigan State Bilingual Program inservice topics. A rating of 1 indicates a complete understanding and 4 indicates a lack of understanding of the topic. **Please circle the number which best indicates your understanding of the following inservice topics.**

	UNDERSTANDING			
	COMPLETE			LACK
11a. State Bilingual education rules and regulation	1	2	3	4
11b. State Bilingual education program operation procedures	1	2	3	4
11c. State Bilingual education curriculum	1	2	3	4
11d. State Bilingual education student assessment and evaluation	1	2	3	4
11e. Procedures for data collection and reporting for the purpose of State Bilingual program evaluation	1	2	3	4
11f. Techniques to work with regular education teachers	1	2	3	4
11g. Techniques to work with State Bilingual parents from multi-cultural backgrounds	1	2	3	4
11h. Other _____ (Please specify)	1	2	3	4
11i. Other _____ (Please specify)	1	2	3	4

12. Considering all the school building sites you serve, which of them, if any, are inadequate in terms of space? Why is space inadequate at each of these particular sites?

Site(s)	Reason(s) Why Space Is A Concern?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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State Bilingual and Migrant - Recent Actions to Change Program Operation

13. What methods have you employed to accelerate learning of your students?

14. To the best of your knowledge, what new in-school activities are being implemented to improve academic achievement and overall school performance of State Bilingual/Migrant students.

15. To the best of your knowledge, what new extra-curricular activities are being employed to improve academic achievement and overall school performance of State Bilingual/Migrant students?

Future Program Improvement Ideas

16. How would you work with the regular classroom teacher in picking up individual student needs data to tailor-make and better carry out individual improvement plans?

17. What additional approaches and/or materials would be needed to effectively provide instruction for Migrant/Bilingual students?

18. In your opinion, what are the primary barriers to providing a better education to language minority/ migrant students?

Thank you for your cooperation in completing this questionnaire.

APPENDIX C

1992-93 STATE BILINGUAL/MIGRANT PROCESS QUESTIONNAIRE RESULTS

Teacher (N=8)
Advisors (N=2)
Aides (N=2)

1. How many students per week do you serve by building and program?

	Average Number of Students Served Per Staff Member		Limits of Number of Students Served Per Staff Member	
	Migrant	State Bilingual	Migrant	State Bilingual
Teachers	73	80	43-142	28-118
Advisors	65	26	61-69	22-30
Aides	22	16	14-31	12-20

2. In what subject areas do you assist Migrant students?

Subject Area	Teachers	Advisors	Aides
Math	8	1	2
Reading	7	1	2
Social Studies	3	-	-
Study Skills	2	2	-
Language Arts	2	-	2
Science	1	-	1
Writing	1	-	-
English	1	-	-
Career Education	-	1	-
Special Activities	-	1	-
Counseling/Guidance	-	2	-

3. In what subject areas do you assist State Bilingual students?

Subject Area	Teachers	Advisors	Aides
Math	8	1	2
Reading	7	1	2
Social Studies	3	-	-
English	2	-	-
Study Skills	2	2	-
Language Arts	2	-	1
Science	1	-	-
Writing	1	-	-
Counseling/Guidance	-	2	-
Career Education	-	1	-
Special Activities	-	1	-
Bilingual Social Science	-	-	1
Basic English (Vocabulary)	-	-	1
Natural Science	-	-	1

APPENDIX C

If you serve **MIGRANT STUDENTS** please answer questions 4-8. If you serve **BILINGUAL STUDENTS** please answer questions 9-12. All staff members please answer questions I3-18.

Migrant

4. What percentage of your weekly time with Migrant students do you spend on each of the following:

	AVERAGE PERCENTAGE		
Subject Area	Teachers %	Advisors %	Aides %
Math	13	2	33
Reading	57	3	35
Study Skills	7	32	10
Counseling/Guidance	15	58	10
Other:			
Social Studies	3	-	-
Staff/Parents	2	5	-
Language Arts	1	-	-
Social Skills	1	-	-
Interpreter	1	-	5
Basic English	-	-	7

	LIMITS OF PERCENTAGE RANGE		
Subject Area	Teachers %	Advisors %	Aides %
Math	5-25	0-5	30-35
Reading	10-80	0-5	20-50
Study Skills	5-20	15-50	5-15
Counseling/Guidance	2-50	50-65	5-15

5. How do you monitor students' progress (both in the Migrant program and the regular education classroom)?

Response	Teachers	Advisors	Aides
Contact with teachers	6	-	1
Attendance records	5	-	-
Report cards	4	2	-
Folders	2	-	-
Observation/classroom contact	2	2	-
Teacher progress reports	1	1	-
Teacher referrals	1	1	-
Chart	1	-	-
Daily lessons	1	-	-
Weekly review	1	-	-

5. (Continued)

Response	Teachers	Advisors	Aides
Quizzes	1	-	-
CA-60's	-	1	-
CAT scores	-	1	-
Make sure student's progress reflects the regular education	-	-	1

6. Do you have a listing of your students' CAT scores (Yes/No)? If yes, please describe the primary ways you have used this information in your instruction.

Response	Teachers	Advisors	Aides
Yes	8	2	2
No	-	-	-

Response	Teachers	Advisors	Aides
Assist in teaching objectives to student's educational needs	6	-	-
Work with low scoring students	1	1	1
Group students by need	1	-	-
To monitor and/or adjust	1	-	-
To do better with his/hers good grades	-	1	-
Concentrate attention	1	1	-
Go over the different/multiple opening of the questions asked	-	-	1

7. How would you rate (on a scale of 1-4) your knowledge and understanding of the following Michigan Migrant Program topics. A rating of 1 indicates a complete understanding and 4 indicates a lack of understanding of the topic. **Please circle the number which best indicates your understanding of the following topics.**

	AVERAGE RATING ON 4-POINT UNDERSTANDING SCALE		
	Teachers	Advisors	Aides
7a. Migrant education rules and regulation	1.50	2.00	2.00
7b. Migrant education program operation procedures	1.50	2.00	2.00
7c. Migrant education curriculum	1.50	2.00	2.00
7d. Migrant education student assessment and evaluation	1.38	2.00	3.00
7e. Data elements required for the Migrant Student Record Transfer System (MSRTS)	1.63	2.00	2.00

7. (Continued)

	AVERAGE RATING ON 4-POINT UNDERSTANDING SCALE		
	Teachers	Advisors	Aides
7f. Data elements required for health records	1.50	2.00	2.50
7g. Procedures for data collection and reporting for the purpose of program evaluation	1.88	2.00	2.50
7h. Techniques to work with regular classroom teacher	1.50	2.50	2.50
7i. Techniques to work with Migrant parents from multi-cultural backgrounds	1.75	2.00	1.50
Other:			
7j. Techniques to work with dominant language (other than English) speaking students	3.00	-	-

8. Considering all the school building sites you serve, which of them, if any, are inadequate in terms of space? Why is space inadequate at each of these particular sites?

Site	Reason	Teachers	Advisors	Aides
Handley	Assist students on request.	1	-	-
Jerome	Student cannot work in centers and folding chairs are too large for some students. Not enough space for their materials. No bulletin board available.	1	-	-
Kempton	Bad lighting, limited space, no windows, feels stuffy.	1	-	-
C. Miller	Walk-in closet size room with no ventilation or heat. The room is shared afternoons with speech teacher, so I teach in the hall.	1	-	-
Morley	No designated room. Too hot or too cold.	1	-	-
North	Students often distracted because they're placed in counseling center where people are walking in and out.	-	-	1
Webber Jr. & Saginaw High	Students need to feel a sense of belonging and permanence to the program.	1	-	-

APPENDIX C

State Bilingual

9. What percentage of your weekly time with State Bilingual students do you spend on each of the following:

AVERAGE PERCENTAGE

Subject Area	Teachers %	Advisors %	Aides %
Math	13	5	30
Reading	58	5	38
Study Skills	7	30	12
Counseling/Guidance	13	55	8
Other:			
Staff/Parents	2	5	-
Missing/unknown	2	-	10
Social Studies	2	-	-
Language arts	1	-	-
Social Skills	1	-	-
Translation/interpreter	1	-	2

LIMITS OF PERCENTAGE RANGE

Subject Area	Teachers %	Advisors %	Aides %
Math	5-20	0-10	0-30
Reading	5-80	0-10	25-50
Study Skills	5-20	10-50	10-15
Counseling/Guidance	2-50	50-60	5-10

10. Out of the total number of Bilingual students you serve, how many students do you serve each week?

Response	Teachers	Advisors	Aides
All	5	1	2
90%	1	-	-
64%	-	1	-
No response	2	-	-

APPENDIX C

11. How would you rate (on a scale of 1-4) your knowledge and understanding of the following Michigan State Bilingual Program topics. A rating of 1 indicates a complete understanding and 4 indicates a lack of understanding of the topic. **Please circle the number which best indicates your understanding of the following topics.**

	AVERAGE RATING ON 4-POINT UNDERSTANDING SCALE		
	Teachers	Advisors	Aides
11a. State Bilingual education rules and regulation	1.50	1.50	2.00
11b. State Bilingual education program operation procedures	1.50	2.00	2.00
11c. State Bilingual education curriculum	1.63	2.00	2.50
11d. State Bilingual education student assessment and evaluation	1.50	2.00	3.00
11e. Procedures for data collection and reporting for the purpose of State Bilingual program evaluation	1.50	2.50	2.50
11f. Techniques to work with regular classroom teacher	1.13	2.50	1.50
11g. Techniques to work with State Bilingual parents from multi-cultural backgrounds	1.38	2.50	1.00
Other:			
11h. Techniques to work with dominant language (other than English) speaking students	2.00	-	-

12. Considering all the school building sites you serve, which of them, if any, are inadequate in terms of space? Why is space inadequate at each of these particular sites?

Site	Reason	Teachers	Advisors	Aides
Handley	Assist students on request.	1	-	-
Jerome	Student cannot work in centers and folding chairs are too large for some students. Not enough space for their materials. No bulletin board available.	1	-	-
Kempton	Bad lighting, limited space, no windows, feels stuffy.	1	-	-

APPENDIX C

12. (Continued)

Site	Reason	Teachers	Advisors	Aides
C. Miller	Walk-in closet size room with no ventilation or heat. The room is shared afternoons with speech teacher, so I teach in the hall.	1	-	-
Morley	No designated room. Too hot or too cold.	1	-	-
North	Students often distracted because they're placed in counseling center where people are walking in and out.	-	-	1
Webber Jr. & Saginaw High	Students need to feel a sense of belonging and permanence to the program.	1	-	-

State Bilingual and Migrant - Recent Actions to Change Program Operation

13. What methods have you employed to accelerate learning of your students?

Response	Teachers	Advisors	Aides
Push-in teaching method (immediate praise, encouragement, and further instruction)	4	-	-
Hands-on activities	2	-	-
Provide more interesting and motivational techniques	2	-	-
Teacher input	2	-	-
Group study	1	2	-
Tutoring	1	1	-
Test, teach, reteach, retest	1	-	-
Previous learning and transfer of knowledge (ITIP)	1	-	-
Incentive charts	1	-	-
Manipulatives	1	-	-
KWL	1	-	-
Story mapping	1	-	-
Retelling story	1	-	-
Close proximity	1	-	-
Parent assistance for homework	-	1	-
Counseling/guidance	-	1	-
Involve them in the learning process and taking responsibilities	-	-	1

13. (Continued)

Response	Teachers	Advisors	Aides
Non-traditional teaching method which allow students to be creative in their own way while keeping up with their general education	-	-	1
Turn lesson into games	-	-	1
Role reversal	-	-	1

14. To the best of your knowledge, what new in-school activities are being implemented to improve academic achievement and overall school performance of State Bilingual/Migrant students?

Response	Teachers	Advisors	Aides
Reading Recovery	4	-	-
Tutoring	3	1	-
Michigan Model	2	-	-
Project PRIDE	2	-	-
Read Aloud	2	-	-
Upward Bound	1	1	-
After school reading	1	-	-
S^3P Plan	1	-	-
DARE Program	1	-	-
Core Curriculum	1	-	-
Parent involvement/workshops	1	-	-
Checking attendance	1	-	-
Calling during conference time	1	-	-
Use of newspapers for reading	1	-	-
Building strategy planning	1	-	-
Counseling/guidance	-	1	-
Maintaining programs	-	-	1
No response	-	-	1

15. To the best of your knowledge, what new extracurricular activities are being employed to improve academic achievement and overall school performance of State Bilingual/Migrant students?

Response	Teachers	Advisors	Aides
Project PRIDE	3	1	1
Tutoring	3	-	-
Sports	2	-	-
Bringing in Hispanic leaders to talk about the importance of education	1	1	-
International choir	1	-	-
Band	1	-	-
Mr. Roger's Program	1	-	-
Counseling/Guidance	-	1	-
Upward bound	-	-	1
No response	2	-	1

APPENDIX C

Future Program Improvement Ideas

16. How would you work with the regular classroom teacher in picking up individual student needs data to tailor-make and better carry out individual improvement plans?

Response	Teachers	Advisors	Aides
Contact with teacher on regular basis	5	-	-
Assist individual student needs	2	-	1
Sharing information about child	1	-	2
Teacher referrals	1	-	-
Time to tailor-make and carry out	1	-	-
Team teaching technique	1	-	-
Some vocabulary list, books, etc.	1	-	-
More time for student	-	1	-
Tutor	-	1	-
Liaison	-	1	-
More sensitive teacher approach	-	1	-
Hispanic history/heritage at all levels	-	2	-
Be sensitive to student's learning ability	-	-	1

17. What additional approaches and/or materials would be needed to effectively provide instruction for Migrant/Bilingual students?

Response	Teachers	Advisors	Aides
Access to textbooks used in a class	2	-	-
High interest paperback books	2	-	-
Provide more instructional time per week	2	-	-
A more sensitive approach to Hispanic students	1	1	1
Resources to carry out preparation to effectively provide instruction	1	-	-
All Bilingual/Migrant making the general education teachers assume complete responsibility for the student's educational needs	1	-	-
Materials of appropriate level sent home	1	-	-
One building (two at the most) only	1	-	-
Adequate space to work in	1	-	-
Manipulatives	1	-	-
Whole language approach	1	-	-
Provide staff with information on how they can help	1	-	-
Make bilingual staff available to parents during conference time	1	-	-
Provide more instruction time per week	1	-	-
Hispanic history/heritage at all levels	-	2	1

17. (Continued)

Response	Teachers	Advisors	Aides
Materials of appropriate level when ability does not meet the regular education structure	-	-	1
No response	-	1	-

18. In your opinion, what are the primary barriers to providing a better education to language minority/migrant students?

Response	Teachers	Advisors	Aides
Lack of sensitive and understanding personnel	4	1	1
Lack of cultural background understanding	4	2	2
Insufficient personnel	3	1	-
Language difficulties	1	-	1
Role models at all levels of education	1	-	-
Migrant/Bilingual staff at buildings with large numbers of Migrant/Bilingual students	1	-	-
Lack of information about what Bilingual education is	1	-	-
Some buildings don't acknowledge primary needs of these students	1	-	-
Lack of Hispanic materials	-	1	-

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